

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English as a foreign language holds significant importance within the Indonesian education curriculum. It serves as a global means of communication, enhancing students' prospects for employment and scholarships due to their proficiency in the language. According to Santoso (2014), the inclusion of English in Indonesia's education system stems from the fact that much of the information across various fields is primarily available in English. Consequently, achieving fluency in English will enable Indonesians to better engage with scientific progress and expand their understanding. In summary, proficiency in English is essential for students navigating the modern global landscape.

Alisha et al. (2019) identify four essential skills for mastering English: listening, speaking, reading, and writing. Typically, the learning process begins with listening, followed by speaking, then reading, and concludes with writing. Those skills are needed to master by students because mastering English gives a good impact for students as a consideration to find a proper job. Indonesian students learn English from primary through high school. According to Rosyana (2022), to achieve proficiency and communicate effectively in English, continuous study of these four foundational skills is essential.

This research focused on writing skill, Writing has a very important role for social life and every level of field of study. Writing is considered one of the most demanding skills and subjects for English language learners to master (Zemach, 2005). Students are expected not only to construct words and sentences but also to organize and develop them with proper grammar in their writing. To meet the criteria of effective writing, which include elements such as clarity of purpose, paragraph structure, grammatical accuracy, relevant content, writing techniques, and reader comprehension, students must be proficient. This aligns with Ahmed's (2016) view that writing is often associated with correct grammar and sentence structure. Additionally, common errors in writing, such as issues with vocabulary, grammar, punctuation, spelling, cohesion, and organization, are frequently observed.

Teaching writing needs an effective strategy by English teacher to achieve learning purpose, teaching writing strategy is helpful helps teach writing skill to students, and thus writing is generated quality. In teaching writing, we need to explicitly teach the writing processes and the specific strategies to enhance students' writing competence (Cheung, 2016). Through teaching writing strategy, teachers can assist students in idea creation, planning, and understanding genres, and also include teaching students strategies for planning, revising, and editing writing, thus helping students. In English language teaching, various strategies can be employed to match the content and the students' abilities. To help students master writing, particularly in creating texts, teachers must apply effective methods during the learning process. One strategy that is well-suited for teaching writing, and which has piqued the

researcher's interest, is the Think, Pair, Share (TPS) strategy. TPS is a cooperative learning technique that fosters the types of personal communication necessary for students to internally process, organize, and retain information. Additionally, this method allows students to complement each other by working in pairs, exchanging ideas, and then sharing them with the larger group (Lyman, 1981). For shy or hesitant students, TPS shifts the focus toward learning rather than merely participating in class.

The effectiveness of the Think, Pair, and Share strategy is supported by previous studies. Hidayati (2017), in her research at Muhammadiyah Vocational High School in Salatiga, found that using the Think, Pair, Share technique led to a significant improvement in students' vocabulary mastery. This improvement was evident through a marked difference in the pre-test and post-test results. The study employed a classroom action research methodology with 35 students as participants, focusing on vocabulary relevant to writing recount texts. Similarly, Hasibuan (2016) conducted an experimental study with tenth-grade students at SMA Swasta Kampus Padangsidempuan, applying the same technique in the context of writing recount texts. The results of his research showed that the Think, Pair, Share strategy had a positive impact on students' writing skills, making it an effective method for teaching writing.

Based on observation the researcher did at UPT. SMP Negeri 4 Medan, the researcher observed that the strategy used by the teacher did not give a big improvement to students' writing short text. The researcher found that the teacher's teaching strategy is not well applied in the classroom. Thus, teaching strategy used by teacher often cannot overcome students' writing skill and

boring. Referring to the teacher's information, this kind of phenomena also occur in students who currently study in UPT.SMP Negeri 4 Medan. the students with higher interested in learning English would dominated the learning activity while students with lower interested were passive during the teaching and learning process. They did not actively engage in the learning activities.

The researcher observed that students often struggled with generating ideas for writing and were unsure how to begin. Additionally, many students became frustrated when they couldn't find the appropriate words. Some also had difficulty constructing proper sentences, as they were unfamiliar with the correct use of punctuation, capitalization, spacing, and word order. These challenges were attributed to several factors, including a lack of motivation and interest in learning English, limited vocabulary, and insufficient understanding of how to structure sentences to form coherent paragraphs. As a result, students were unable to produce well-constructed sentences, leading to writing that was unclear or misunderstood by others. Moreover, some students' English writing was heavily influenced by Indonesian language structures, further complicating the clarity of their work.

Based on the reasons above, this research examined the implementation of Think, Pair, Share strategy (TPS) in teaching writing short message as short functional text. This research is entitled "The Implementation of Think, Pair, and Share in English Writing Class".

1.2 The Problem of the Study

Based on the background of the study above, the problem of this study was how was the Think, Pair, Share strategy (TPS) implemented in teaching writing short message as short functional text?

1.3 The Objectives of the Study

Based on the problem of the study, the objective of the study is to determine how the Think, Pair, Share strategy (TPS) implemented in teaching writing short message as short functional text.

1.4 The Scope of the Study

This study examines the implementation of the Think, Pair, Share (TPS) strategy in teaching writing short functional text, based on Lyman's (1981) original approach and the updated steps provided by Kagan & Kagan (2009). These guidelines serve as the framework for evaluating how the teacher applies the strategy in the classroom. The research was conducted with eighth-grade students at UPT. SMP Negeri 4 Medan. While there are various types of texts, this study specifically focused on short functional texts, particularly short messages.

1.5 The Significances of the Study

The significance of this study is anticipated to offer both theoretical and practical contributions, as outlined below:

1. Theoretically

The findings of this study can serve as a valuable reference, providing further insights into the implementation of the Think, Pair, Share strategy in teaching writing, specifically for short functional text.

2. Practically, this research is considered to be beneficial for:

a) For Students

This strategy can help students develop effective writing habits and improve their ability to identify and construct sentences. It also has the potential to boost students' motivation and enthusiasm for learning to write.

b) For Teachers

The study offers teachers a useful approach to enhancing students' writing skills by applying the Think, Pair, Share strategy in the classroom, making the learning process more interactive and engaging.

c) For Researchers

This study provides a foundation for future researchers interested in exploring the use of the Think, Pair, and Share strategy in teaching short functional text writing at the junior high school level.

